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ABSTRACT

This guidebook presents definitions, components, examples, evaluation criteria, and aids for the development and evaluation of Learning Activity Packages (LAP), which are sets of integrated, competency based instructional materials aimed at developing proficiency in one or more topics of instruction. The first chapter sets forth definitions, in operational terms, of four important concepts in the guidebook: Learning Activity Package, competency statement, terminal objective, and enabling objective. Major components of the LAP instructional system are defined and described in chapter 2 as: (1) competency statements; (2) rationale; (3) objectives; (4) instruction; (5) evaluation; and (6) feedback. Chapter 3 describes the organization and contents of the three main sections of LAP: the preliminary pages, the text, and reference matter. The fourth chapter sets forth a systematic process for the development and evaluation of LAPs. Explanations are given of each step in the process. The standard format and layout scheme employed in developing a LAP is outlined in chapter 5. The appendices include sample LAP pages, a detailed statement of work for contracts to write LAPs, and LAP evaluation forms. (JD)

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LEARNING ACTIVITY PACKAGES:

A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation

SP 020 974

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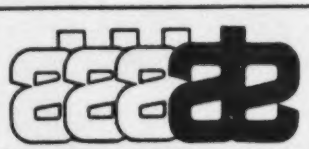

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Learning Activity Packages:

A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation

by

Merrill L. Meehan

March, 1981

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Preface

The purpose of this guidebook is to present a set of definitions, components, examples, evaluation criteria, and aids for the development and evaluation of Learning Activity Packages (LAPs). While the literature is replete with examples of LAPs, it is noticeably devoid of rather specific aids to those seeking a convenient, one-stop resource on the development and evaluation of LAPs. This guidebook attempts to fill that void.

The materials in this LAP guidebook have evolved from a decade of work in this area by the author. Most of these efforts have been cooperative projects with various agencies and their personnel. The LAP development and evaluation materials in this guidebook have been utilized successfully, in earlier forms, with a variety of educational and training programs' target audiences including: (a) elementary and secondary students; (b) various levels of educators including preservice teachers, inservice teachers, principals, county office administrators, higher education personnel, and state education agency leaders; (c) numerous subject matter disciplines including career and vocational education; (d) educators from varied demographic backgrounds; and (e) line and staff correctional agency employees. Results of these applications of the LAP development and evaluation materials have been reported in the form of journal articles, technical reports, and training systems.

The LAP development and evaluation materials in this guidebook are presented in a straight forward, no-nonsense manner. Long explanations and justifications for the materials are nonexistent or at a minimum assuming that readers of this publication are familar with, or know where to acquire, background information about LAPs. What follows are refinements of various materials proven to be successful in the production of Learning Activity Packages.

MLM
3/81

Chapter I

Learning Activity Package (LAP) Definitions

Clear, concise definitions aid the communication process. The purpose of this first chapter is to define, in operational terms, the four most important items in this Learning Activity Package (LAP) guidebook. These definitions provide "benchmarks" for the following chapters and examples.

1. Learning Activity Package (LAP):

This term applies to a cohesive, integrated set of instructional materials aimed at developing learner proficiency in one or more topics of instruction. Following the definition of individualized instruction offered by Edling (n.d.), the educational agency selects appropriate objectives for the learner and also prescribes appropriate instructional strategies for learners mastering those objectives. Educational agency is defined in broad terms so as to include a state agency, a county agency, a local agency, or an institution. The agency's instructional objectives are included in the LAP. In competency-based instructional programs the learner works at his/her own best rate and may bypass instruction he/she has already mastered. It is assumed that, in some portions of the LAP, alternative but equivalent learning activities can be provided. All other materials not meeting the definitions, specifications, and evaluative criteria established in this document are to be labeled simply "instructional materials".

2. Competency Statement:

This term applies to those skills, performances, and attitudes required of learners enrolled or engaged in an instructional program or system. The program's competencies may be determined by conceptual, perceptual, or task analyses, or through evaluation. A system's competency statement identifies an instructional goal or goals in terms of an action verb or verbs and content area. Competency is an inference based upon a sample of a person's behavior. Performance is, simply stated, behavior. Thus, performance is what we observe in determining competence. Competency statements should be broad enough to encompass several instructional objectives and related learning activities. They should, of course, be integral to the development of an instructional system or program. An example of a competency statement is: "Develop long-range vocational education administrative plans."

3. Terminal Objective:

This term refers to a statement which: (a) identifies the learner who is the target of a sequence of learning activities, (b) describes the behavior the learner will perform via an action verb, and (c) identifies the content area relative to the action verb. Terminal objectives should be written to the domains of learning (cognitive, affective, and psychomotor) and relevant levels within those domains. An example of a program's terminal objective is: "Each participant will demonstrate a knowledge of the student skills involved in a reading program."

4. Enabling Objectives:

This term refers to a statement which describes the behavioral indicators that each terminal objective has been mastered by the learner. Enabling objectives identify samples of learner behavior indicative of the related competency. Thus, after demonstration of the behaviors stated, competency can be inferred. Usually it requires several enabling objectives to infer competence. LAP enabling objectives consist of, as a minimum, (a) the learner term, (b) a statement of the conditions under which the desired behavior will be performed, (c) the observable behavior to be performed in an action verb mode, (d) a statement of the content area for the behavior, and (e) a statement of the criterion level or minimal acceptable performance level. The following is an example of an enabling objective which contains all five components (a through e) above. Also, this example is directly related to the terminal objective provided in item 3 above: "Each participant will, after given a list of twenty school/classroom reading practices, identify those from the area of recreational reading and personal development in reading."

Chapter II

LAP Components

Learning Activity Packages (LAPs) follow the instructional system model shown in Figure 1. Major components of this instructional system model are: (a) competency statements, (b) rationale, (c) objectives, (d) instruction, (e) evaluation, and (f) feedback. At two points in the model the learner must decide if the content as presented has been mastered. Either response (Yes or No) prescribes which step should be taken next.

The LAPs' components are described below. The descriptive statements of these components can be viewed as criteria for assessing said LAP components.

1. Competency Statements:

Competency statements are directly related to the LAP title. The LAP's competency statements should be short, clear, and concise. Competency statements should begin with an action verb and contain a few words providing some of the content. Such statements must be capable of being divided into subunits for instruction. These statements should guide the organization of the instructional activities and evaluation. They should be important enough to guide the development of a LAP. They should divide the system's content into manageable units and they must be different from one another. For example, all the following competency statements were taken from an instructional package on the developmental reading process: "(a) Analyze the reading

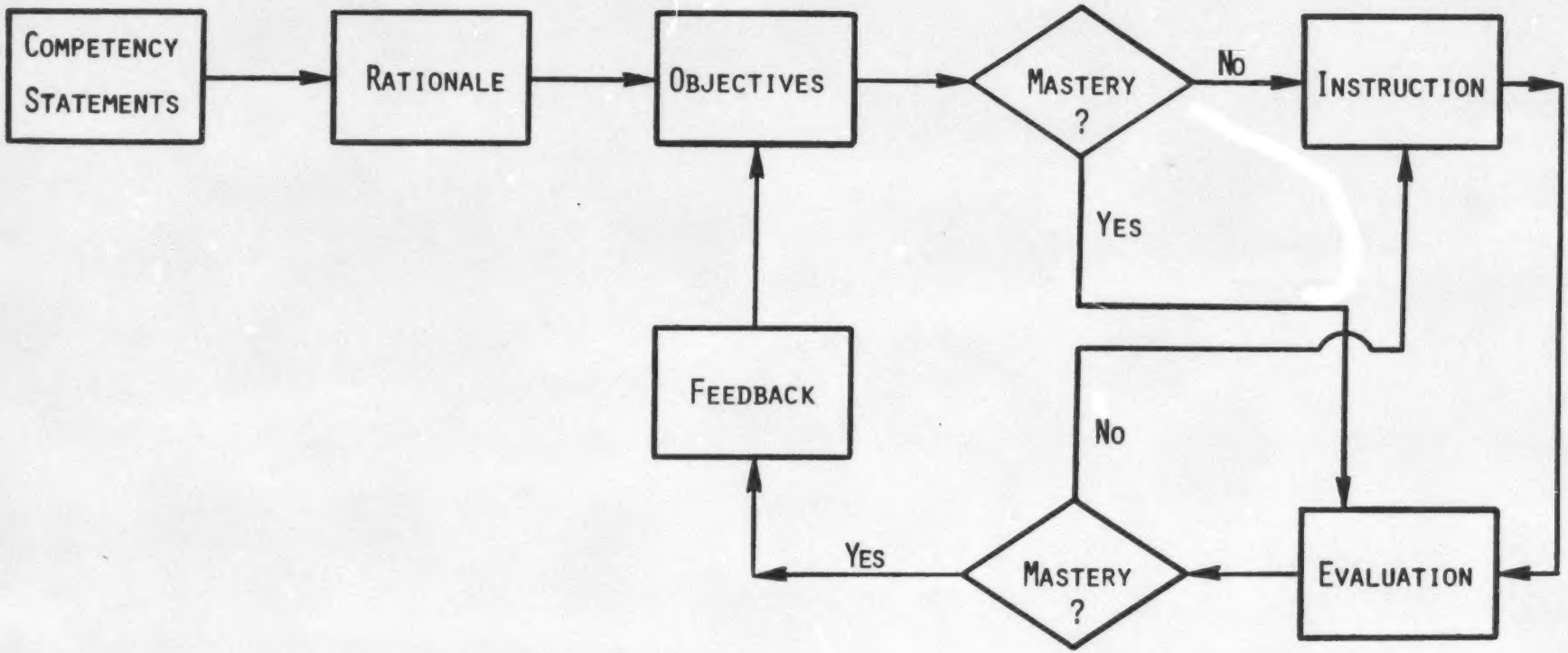

Figure 1

Instructional System Model

process, (b) Identify reading program skills, (c) Analyze a basal reading program, (d) Interpret reading test data, (e) Develop a school reading management plan, and (f) Evaluate reading instruction assessment."

2. Rationale:

This component provides the Gestalt and shows the various relationships between and among LAP components. It includes a clear statemen of purpose which establishes the relevance for the instructional materials. Ideally, it is derived from a theory or theories. Last, it communicates the intent of the materials in the language level of the participants.

3. Objectives:

Two levels of instructional objectives are used in LAPs as defined above. In all cases, the objectives are to be achievable and relevant to the learner. They are to be internally consistent, sequentially ordered, and lead to achievement of the LAPs' competency statements. Both levels of objectives should state precisely and clearly what the learner is expected to perform and the content area(s) for said performance. Enabling objectives--but not terminal objectives--state precisely and clearly the conditions under which the learner is expected to perform and how well he or she is expected to perform. Both objectives should be addressed to the domains of learning and reflect various level of these domains--ideally, the higher levels. In actual practice, the objectives become part of the instruction component.

4. Mastery Check No. 1:

This component of the LAP is diagnostic in nature and guides the learner into either the instruction component or into the evaluation component of the LAP. This is the first decision point for the learner and serves as an aid to completing materials which follow. This component creates positive motivation and encourages active participation for the components which follow. It necessarily contains items related to the LAP's enabling objectives; is based on their criterion levels; and is tied to content, attitude, and performance.

5. Instruction:

Within each LAP, instruction is varied in mode as much as practical in an attempt to match the learning styles of the learners. Instruction is criterion-referenced and includes a variety of verbal and non-verbal techniques. It provides meaningful questions and establishes psychological closure at appropriate points. It includes activities that are meaningful to the age and educational level of the learners. LAP instruction is "humanistic" in that it utilizes alternative, but equivalent, activities and/or instructional modes for learners. The instruction should provide positive reinforcement for learners; it considers--but does not mandate--a timeframe for accomplishment; and it lists all necessary resources for completion.

6. Evaluation:

Completion of this component results in data related to the LAP's objectives. The evaluation component provides evidence which indicates learner performance in terms of the criterion level in the objectives. It may reflect attitudes of the learner towards the instructional material in addition to content. The evaluation component is "humanistic" since the results are used to foster continuous progress of the learner's development and not to rank or compare learners against each other.

7. Mastery Check No. 2:

This portion of the LAP is learner-oriented and learner-completed. It tells the learner if further instruction is needed and specifically on which objectives. It is an individual progress report which culminates in a decision of mastery or non-mastery. This LAP component measures skills, performance, and/or attitudes and tells the learner what needs to be assembled before going on to the feedback component.

8. Feedback:

Data regarding the learner's achievement of the LAP's objectives provides valuable feedback to the instructional designer. Learner attitudes toward the LAP itself in terms of organization, format, content, graphics, and other related aspects are other examples of useful data to designers of LAPs.

Chapter III

LAP Organization

In addition to the cover, Learning Activity Packages (LAPs) should consist of three main sections. These sections are: (1) preliminary pages, (2) body, and (3) reference matter. Each section's component parts and pages are described below.

1. Preliminary Pages:

   a. Title Page: Each LAP shall have, as its first page, a non-numbered title page which includes the following elements: (a) the LAP title reflecting the content; (b) the topical category letter (if applicable); (c) the LAP number (if applicable); (d) the author or authors with no affiliations stated; (e) a standard statement crediting the funding source, naming the project itself by title, and identifying the project director; (f) the date of publication; and (g) place of publication including the agency name, the department within the agency, and the city and state. The arrangement of these elements can be seen on the sample title page in Appendix A.

   b. Disclaimer Page: The disclaimer page must appear immediately following the title page. The purpose of this page is to set forth the standard disclaimer as provided by the funding agency. This disclaimer must be stated exactly as required with no changes or alterations. It should be typed on the bottom one third of the page.

   c. Table of Contents: The table of contents lists the preliminary page names, the major sections of the LAP body, and the

reference matter along with page numbers for each. The major component parts of LAPs are equivalent to sections of a paper or a thesis and are labeled with Roman numerals and entitled by the LAP part name, i.e., I Competency Statement, II Rationale, III Objectives, IV Mastery Check No. 1, V Instruction, VI Evaluation, VII Mastery Check No. 2, and VIII Feedback. The last section is the reference matter and is entitled LAP Resources.

Section V--Instruction--will comprise the bulk of the LAP and, as such, will be subdivided the most. However, all other sections may be subdivided by the writer in order to organize them better. Each competency statement within the instruction chapter will be identified. Each terminal objective will be located near or under its competency statement, and each enabling objective will be located near or under its terminal objective. The learning activities for each enabling objective will be located near or under their enabling objective. They may be grouped together for identification purposes.

The LAP resources' subdivisions will include the texts, articles, reports, pamphlets, appendices, and other reference matter grouped in a logical manner.

c. OverLAP: The purpose of this single page is to provide the potential LAP user with a short, but complete, picture of the entire LAP. It will be called the "OverLAP". The OverLAP must not be more than one page in length. Its essential parts named and underlined are: (a) system name, (b) category name and LAP number (if applicable), (c) the competency statements for the LAP, (d) the LAP's terminal objectives, (e) short descriptions

of the learning activities within the LAP, (f) and the criterion evaluation procedures to be followed. An example of a LAP Over-LAP appears in Appendix A.

2. Body of LAP:

a. Text Pages: As indicated above, the body of the LAP shall consist of the eight major LAP components of: competency statements, rationale, objectives, mastery check no. 1, instruction, evaluation, mastery check no. 2, and feedback. The text pages of these components are to be numbered in Arabic numerals starting with the first page of the first competency statement. Each major subdivision within each LAP component may begin on its own page if the writer so chooses.

The instruction component will be organized around the LAP's terminal objectives: each terminal objective may begin on a new page. Each terminal objective will be typed with its number and each enabling objective will be listed and numbered near or under each terminal objective. The learning activities will start under each enabling objective. They may be numbered. See the sample page of LAP text in Appendix A.

b. Other Pages: Within the body of the LAP there may be a variety of other types of pages. These could include, but are not limited to, the following: tables, graphs, illustrations, forms, instruments, pictures, drawings, charts, activity sheets, and work sheets. There is no standard organizational pattern for these pages with the exception that they be oriented to read on the vertical axis whenever possible, and that they have a one

inch left side margin. The LAP writer should use sound judgement with respect to the layout of these special pages. Previous examples--identified as exemplary--should serve as adequate reference points.

3. Reference Matter:

a. LAP Resources: This page or pages shall list all the books, articles, reports, pamphlets, and other documents needed by a learner in order to complete the LAP. The LAP resources page also should list any special materials required of the learner as he or she completes the LAP learning activities. See Appendix A for an example LAP Resources page.

b. Appendices: This should be the last section of the LAP and may consist of a glossary of terms, list of abbreviations, or other materials. Appendices may have their own numbering system, but this is to be avoided if possible.

Chapter IV

The Development and Evaluation of LAPs

It is given that any comprehensive instructional system which includes Learning Activity Packages (LAPs) should have a subsystem for their development and evaluation. The purpose of this chapter is to set forth a systematic process for the development and evaluation of LAPs. Figure 2 depicts the flowchart for the LAP development and evaluation process. Explanations of each step in the process follow.

1. Identify LAP and Writer(s):

The first step in the development and evaluation of a LAP is the identification of the LAP itself and its writer(s). Literature searches, experience at completing the instructional system, models, and evaluation activities both within and outside the system can be sources of LAP titles. Similarly, additional input may modify the original LAP development list. The identification of LAP writers is a step involving a negotiation process between the LAP writers and the project director. It is expected that individual staff members' interests, abilities, and competencies will be taken into account as the writing of LAPs is assigned. Initial plans usually call for single authors per LAP, although this does not preclude two, or even three, writers teaming up to write a LAP or series of LAPs. A sample statement of work for contracts to write LAPs is included as Appendix B. Once a LAP is assigned to be written, that LAP will be taken out of the writer identification process unless very extenuating circumstances require rethinking of previous decisions.

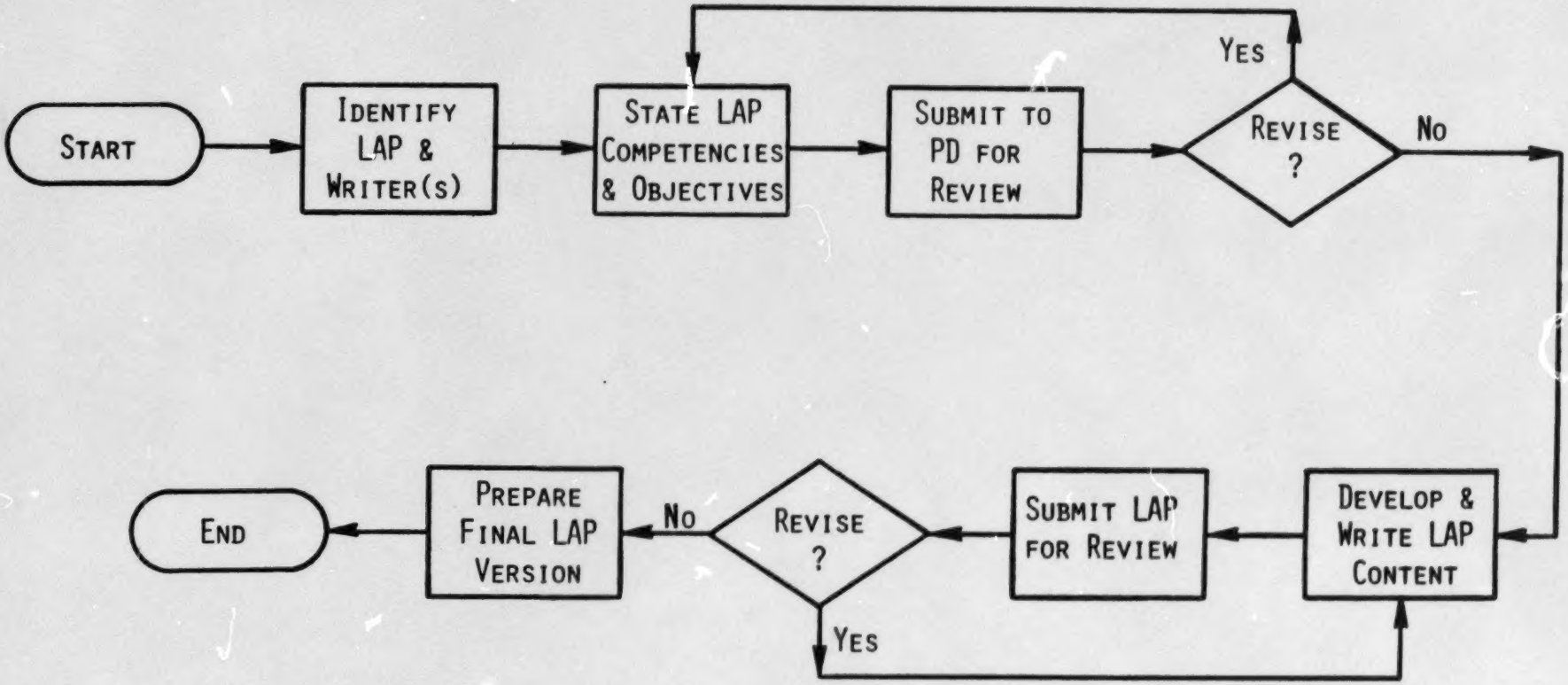

Figure 2

LAP Development and Evaluation Process

2. State LAP Competencies and Objectives:

After the LAP title is assigned to a writer, the first task for the writer is to state the LAP competencies and objectives. Discussions of LAP competencies are contained in the previous chapters. Without being redundant, let it be said that this step is very critical. Since the LAPs' competencies "drive" the LAPs' objectives, writing these competency statements is the most important step in the LAP development process. Assistance in the process of stating LAP competencies is contained in the earlier chapters. Criteria for the evaluation of LAP competencies are provided in the LAP Competency and Objectives Evaluation Checklist (LAP-COEC) contained in Appendix C.

The LAP competencies "drive" the LAP objectives, or, put another way, the LAP objectives are derived directly from the LAP competencies. There are two levels of objectives in LAPs: terminal and enabling. These objectives and their essential elements were discussed above as was the relationship among the two levels of objectives. As with the competencies, criteria for the evaluation of LAP objectives are given in the LAP-COEC contained in Appendix C.

3. Submit to PD for Review:

This step should be understood to mean: "LAP writer submits first draft LAP competencies and objectives to the Project Director (PD) for review." The purpose of this step is to provide the opportunity for consistency among all the LAPs in a system by including an assessment checkpoint early in the development

process. The LAP-COEC appearing in Appendix C will be the instrument by which this assessment is based.

4. Revise?:

The purpose of this decision point is to determine if a revision of the first draft of the LAP's competencies and objectives is required. The key point here is that the LAP Competency and Objectives Evaluation Checklist is the instrument which determines if any revision efforts are required. If any of the items on the LAP-COEC receives a No response, then revision is required. Also, it is important to note that the items on the checklist refer to each competency and each objective. The checklist also can serve as a communication device, pointing out to the LAP writer specifically where improvements are needed. This communication purpose of the competencies and objectives checklist can help speed up the production of LAPs.

5. Develop and Write LAP Content:

Once the LAP's competencies and objectives have received approval at the previous checkpoint, the LAP writer is ready to begin developing the content of the LAP. At this stage the learning activities related to the competencies and objectives are developed along with their associated information sheets, activity sheets, graphics, simulations, and evaluation activities. To the extent possible, all needed resources should be included within the actual LAP. LAP instruction should include a variety of verbal and non-verbal techniques and activities. Also, a variety of evaluation and feedback activities should be developed and included in each LAP.

6. Submit LAP for Review:

After the first draft of the entire LAP has been written, it should be submitted for review. The major instrument in the review process is the LAP Development and Review Form (LAP-DARF) appearing in Appendix C.

7. Revise?:

The decision to revise the first draft LAP content is based on how well the content "stacks up" against the criteria contained in the LAP Development and Review Form (LAP-DARF). If the content, as written in draft form, does not meet the criteria as stated, then the decision will be to revise. Otherwise, the decision will be to prepare the final LAP version. Items on the evaluation checklist can serve as effective communications which point out content in need of revision. It is expected that a completed evaluation checklist will be returned to the LAP writer if revision is required. After revision of content not meeting minimum requirements, the writer should resubmit the LAP for review.

8. Prepare Final LAP Version:

Preparation of the final version of the LAP is the last step. Here the content, which has gone through two formal checkpoints, is edited, "cleaned-up", improved, or formatted into its final form. Here too, graphics are prepared to accompany the content. Format specifications are provided in the next chapter in this document. It is expected that the results will be a professionally-looking set of LAPs which can "deliver" on an instructional system.

Chapter V

LAP Format and Layout

In order to reflect the systems approach to writing and also to lend consistency to the system's Learning Activity Packages (LAPs), a standard format and layout scheme shall be employed. The purpose of the standard format and layout procedures shall be to guide the LAP writer as he or she produces LAPs: It is not viewed as an inhibiting factor. Major elements in the LAP format and layout scheme are named and described below.

1. Paper:

   The paper is to be good grade of white bond, 8 1/2 x 11. No colored stock is to be used except for the cover.

2. Binding:

   Each LAP is to be drilled to fit a standard 3-ring binder. This eases the insertion and removal of individual LAP pages. The LAPs may be spiral bound but this is not required.

3. Type Face:

   The type face is to be IBM Prestige Pica, Artisan, or any other clear, legible type face.

4. Page Numbering:

   Every page except the title page is to be numbered. The preliminary pages are numbered with small Roman numerals, centered on each page bottom. Main text pages and other pages of the body of the LAP are to be numbered consecutively from front to rear with Arabic numerals placed either in the middle of the page

(for back-to-back printing) or in the upper right hand corner (for single-sided printing). If unavoidable, appendices may have their own numbering system and sequence.

5. Margins:

The left side (binding) margin is to be a minimum of 1" for all pages, regardless of orientation. The top and bottom margins are to be a minimum of 3/4" and the right side margin is to be a minimum of 1/2". Pages which are not conventional (e.g., instruments, graphs, forms, etc.) should have suitable margins whenever possible.

6. Other Than Typed Copy:

All copy not typewritten is to be produced in black india ink or other materials suitable for copying and reproduction purposes. Examples of such copy includes cartoons, graphs, figures, and charts.

7. Citations:

All citations are to follow the style of the: Publication Manual of the American Psychological Association: Second Edition, 1974.

8. Copyright:

All non-original ideas, materials, and passages are to be cited properly in order to avoid copyright infringements.

9. Biases:

Instructional packages are not to include any evidence of sex, race, age, creed, color, religious, or ethnic biases.

APPENDICES

Appendix A:

Sample LAP Pages

--Sample Title Page--

Learning Activity Package
Category B:
LAP Number 4

WRITING WITH STYLE:
A Learning Activity Package for Correctional Personnel

by

Robert Richards

This Learning Activity Package was developed under a grant from the National Institute of Corrections

Merrill L. Meehan, Project Director

March, 1981

Educational Services Office
Appalachia Educational Laboratory
Post Office Box 1348
Charleston, WV 25325

CBVAP Self-Instructional LAP

LAP Number III-3

OVERLAP

Program: Competency-Based Vocational Administration Program (CBVAP)

Category: III, Organization and Administration, No. 3

Competency Statements: (1) Develop a vocational education administrative plan, and
(2) Submit a vocational education administrative plan for approval.

Terminal Objectives: There are three terminal objectives in this LAP. First, you will develop a short-range vocational education administrative plan for a simulated area vocational-technical school. Second, you will develop a long-range vocational education administrative plan for the same simulated school. Third, you will submit both plans for evaluation.

Instruction: Within this LAP are several learning activities leading you in a systematic manner to develop and submit an original administrative plan. You will read information sheets and then identify the types and elements of administrative plans. Next you will identify the parts of administrative plan objectives and recognize inputs to said plans. Then, given sample administrative plans, you will analyze and evaluate them. Following an identification of the steps in administrative plan development, you will prepare your own for an area vocational-technical school based on numerous inputs provided in the appendix. Finally, you will be asked to submit your plan for approval (evaluation).

Criterion Evaluation: Each LAP enabling objective states the exact standards by which your performance is judged. Model answers and feedback responses are provided. The evaluator will assess the final administrative plan in terms of previously established performance standards. Also, you will be asked to complete and submit a LAP reaction/attitude form.

--Sample Body of LAP Page--

(Instructional Activity Page)

1.2 COMPREHENDING MEANING

In addition to decoding the symbol system, it is necessary for the individual to comprehend meaning from what is read. To simulate this process, read the following paragraph which contains nonsense words and comprehend the meaning by answering the questions.

QUAMBLING AUKED A SWATTER PLIG

SUTS NERF IKED SWILL ET PLOE

AND NERTLEDORF LUT QUAMBLING TROF

THE PLIG IKED SURKED TE GLOE.

1. IF YOU AUKED A PLIG, WOULD SUT GLOE WITH YOU?
2. WHAT DID QUAMBLING AUK?
3. HOW SWILL IKED THE NERF?
4. IS SUT GOOD FOR A PLIG TO GLOE NERTLEDORF WITH QUAMBLING?

DISCUSSION QUESTIONS:

1. What was the easiest question to answer? Why?

2. What was the most difficult question to answer? Why?

3. What kind of tasks are involved in comprehending meaning?

4. What was your reaction to this selection?

(Evaluation Page)

2.1 READING READINESS FEEDBACK SHEET

1.	AUDITORY PERCEPTION:	auditory memory
2.	VISUAL PERCEPTION:	visual discrimination
3.	LANGUAGE DEVELOPMENT:	rhyming
4.	NON-LETTER FORMS:	numerals
5.	AUDITORY PERCEPTION:	auditory discrimination
6.	GROSS AND FINE MOTOR SKILLS:	
7.	LANGUAGE DEVELOPMENT:	classifying or categorizing
8.	VISUAL MOTOR TACTILE KINESTHETIC INTEGRATION:	eye-hand coordination or left/right progression
	OR	
	GROSS AND FINE MOTOR SKILLS:	
9.	VISUAL PERCEPTION:	visual discrimination
10.	LANGUAGE DEVELOPMENT:	sequencing

You should have answered at least eight out of ten correctly for mastery of this section. If you did not, review the categories and skills in which you made errors.

Turn the the Self-Evaluation Record and check (✓) your performance on objective 2.1

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Appendix B:

Detailed Statement of Work for Contracts
to Write LAPS

Appalachia Educational Laboratory

Learning Activity Packages

Contracts to Write LAPs: Detailed Statement of Work

The Contractor Shall:

1. Enter into a negotiation process with the agency to determine which LAP(s) are to be written under contract.

2. Develop competency statements related to the contracted LAP title meeting criteria established in: Learning Activity Packages: A Guidebook of Definitions, Components, Organization, Criteria, and Aids for Their Development and Evaluation, 1981 (hereafter referred to as the LAP Guidebook).

3. Develop LAP terminal objectives which meet the evaluative criteria published in the LAP Guidebook.

4. Develop a series of LAP enabling objectives which meet the evaluative criteria published in the LAP Guidebook.

5. Write a rationale for the LAP which meets the evaluative criteria published in the LAP Guidebook.

6. Develop an instruction section to the LAP which includes several learning activities related to the LAP objectives. The instruction section of the LAP must meet the evaluative criteria published in the LAP Guidebook.

7. Develop a series of evaluation activities including mastery checkpoints, "regular" evaluation, and others. All of the various evaluation parts must meet the criteria published in the LAP Guidebook.

8. Write a LAP feedback section which meets the evaluative criteria published in the LAP Guidebook.

9. Submit a first draft of the LAP competencies and objectives to the project director. These competencies and objectives will be assessed against the criteria published in the LAP Guidebook. The contractor agrees to revise all items not meeting criteria until they do so.

10. Submit a first draft of the entire LAP to the project director. This first draft will be assessed against criteria published in the LAP Guidebook. The contractor agrees to revise the LAP content until it meets the published criteria.

Contracts to Write LAPs: Detailed Statement of Work
(Continued)

11. Proofread the next-to-final copy of the LAP and note all errors and/or changes for the final copy.

12. Agree to complete all the above tasks by _____ for those LAPs agreed to and signed for by both parties.

Appendix C:

LAP Evaluation Forms

Appalachia Educational Laboratory

LAP Competency and Objectives Evaluation Checklist (LAP-COEC)

Name: _____ Date: _____

LAP Category and Number: _____

LAP Title: _____

_____

Directions: This checklist can be used both as an LAP competency-objective planning instrument and as an assessment device after LAP competencies and objectives have been written. Read each item on this checklist. If your competencies and objectives--all of them--include what the question asks for, circle the YES response. If your competencies and/or objectives do not include what the question asks for, then circle the NO response.

The criterion level for all of your LAP's competencies and objectives is a YES on every item. If your circled one or more NO's, then the minimum acceptable performance level has not been attained: You must revise the LAP's competencies and/or objectives.

Section 1 - Competencies

Does/Is each LAP competency statement:

1.	Rather short (when compared to an objective)?	Yes	No
2.	Clear and concise?	Yes	No
3.	Begin with an action verb?	Yes	No
4.	Include a few words of content?	Yes	No
5.	Capable of "organizing" several objectives under it?	Yes	No
6.	Considered important?	Yes	No
7.	Different from another competency statement in the LAP?	Yes	No
8.	Large enough in scope to be worthy of being included in the LAP?	Yes	No
9.	An inference of competency which can be assessed by analyzing learner behaviors?	Yes	No

LAP Competencies and Objectives Evaluation Checklist (LAP-COEC)
(Continued)

Section 2 - Terminal Objectives:

Does/Is each terminal objective in the LAP:

10.	Related to the competency statement?	Yes	No
11.	Describe the behavior the learner will perform via an action verb?	Yes	No
12.	Name the content area relative to the action verb?	Yes	No
13.	Identify the learner who is the target of a sequence of learning activities?	Yes	No
14.	Geared to the domains of learning (cognitive, affective, and psychomotor)?	Yes	No

Section 3 - Enabling Objectives:

Does/Is each enabling objective in the LAP?

15.	Related to the competency statement?	Yes	No
16.	Related to the terminal objective?	Yes	No
17.	Name the learner term?	Yes	No
18.	Include a statement of conditions under which the desired behavior will be performed?	Yes	No
19.	Include the observable behavior in an action verb mode?	Yes	No
20.	Contain a statement of the content area for the behavior?	Yes	No
21.	Include a statement of the criterion level or minimum acceptable performance level?	Yes	No

(Optional) Name _____

Position _____

Appalachia Educational Laboratory

LAP Activity Rating Form (LAP-ARF)

1. State the category, number, and title of this LAP:

   A. Category: _____ Number: _____

   B. Title: _____

2. State the terminal objective number related to the activity(ies):

   _____

3. State the enabling objective number for the activity(ies): ____

4. Dates activity(ies) and evaluation were completed: _____

5. Circle the type of activity being evaluated (if combination, circle all that apply)

Reading	Filmstrip	Simulation Activity
Writing	Audio Tape	Discussion Group
Demonstration	Role Playing	Buzz Group
Film	Library Work	Instrument Completion

   Other (specify) _____

6. Did you complete the learning activities exactly as stated in the LAP?

   Circle one: Yes No

7. If yes, state the number of minutes it took to complete the activity or activities _____

8. If no, why didn't you complete the activities? _____

   _____

LAP Activity Rating Form (LAP-ARF)
(Continued)

9. What alternative did you do? _____

10. In either case, did you enjoy what you did? _____

11. Do you believe the activities helped achieve the enabling objective:

Circle one: Yes No

12. What do you feel you gained from this activity? _____

_____

13. Would you retain this activity in the LAP for others' future use?

Circle one: Yes No

14. Would you recommend revising this activity for future LAP use?

Circle one: Yes No

15. If yes, what revisions do you recommend? _____

_____

16. Open Comments:

Appalachia Educational Laboratory

Learning Activity Package Reviewer Attitude Form (LAP-RAF)

Please complete this form and submit it to your instructional leader.

1. Circle the face corresponding to your overall feeling about this LAP.

2. Name one or more strengths of this LAP.

_____

_____

_____

3. Name one or more weaknesses of this LAP.

_____

_____

_____

4. What do you think about the organization and format of this LAP?

_____

_____

5. What do you think about the objectives, activities, and content of this LAP?

_____

_____

_____

Learning Activity Package Reviewer Attitude Form (LAP-RAF)
(Continued)

6. What are your attitudes toward demonstrating competency via self-instructional LAPs?

_____

_____

7. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this LAP.

Name _____

LAP No. _____ Date: _____

Appalachia Educational Laboratory

LAP Development and Review Form (LAP-DARF)*

Directions: Please read the enclosed Learning Activity Package. Then, section by section, indicate whether this package meets the indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each item. Please respond to all the items on the form. You may use the "Open Reactions" section for any comments, reactions, suggestions, or criticisms that you wish to write.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Learning Activity Package (LAP):
_____	_____	_____	1. The overall visual appearance of the LAP is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the LAP.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The LAP is paginated from start to finish including appendices.
_____	_____	_____	5. The LAP is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The LAP includes a pleasing cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The LAP title page is pleasing visually and includes proper credits to contributors to the package.
_____	_____	_____	8. The LAP includes an array of print techniques, creative use of sequencing techniques, and use of colors where appropriate.

LAP Development and Review Form (LAP-DARF)
(Continued)

Yes	No	Unclear	
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his or her way through without much difficulty.
_____	_____	_____	10. The LAP includes an introductory visual which illustrates the sequence of the package.
_____	_____	_____	11. The LAP has a table of contents including, where applicable, a list of tables and figures.
_____	_____	_____	12. The LAP includes a resources page or a bibliography.
_____	_____	_____	13. The LAP is attractive and contains materials you (the evaluator) would be proud of developing.
			B. Competency Statements in the LAP:
_____	_____	_____	14. Are clear and concise statements.
_____	_____	_____	15. Begin with an action verb and include a short statement of content.
_____	_____	_____	16. Are important enough to be worthy of such a prominent position.
_____	_____	_____	17. Are broad enough in scope to be able to be broken into several subunits.
_____	_____	_____	18. The competency statements are different from each other.

LAP Development and Review Form (LAP-DARF)
(Continued)

Yes	No	Unclear	
			C. Rationale of the learning activity package:
_____	_____	_____	19. Has a clear statement of purpose establising the relevance for the materials - the "why" of the materials.
_____	_____	_____	20. Is derived from a theory or theories, operational models, or viable practitioner experiences.
_____	_____	_____	21. Establishes the Gestalt and shows the relationship between and among the components of the package or other packages.
_____	_____	_____	22. Identifies prerequisite competencies for completion of this LAP.
_____	_____	_____	23. Communicates the intent of the learning package by gearing the language level to the age and type of group.
			D. Objectives of the Learning Activity Package:
_____	_____	_____	24. State precisely and clearly what the learner is expected to perform.
_____	_____	_____	25. State precisely and clearly the conditions under which the learner is expected to perform (enabling objectives only).
_____	_____	_____	26. State precisely and clearly how well the learner is expected to perform (criteria or standards) (enabling objectives only).

LAP Development and Review Form (LAP-DARF)
(Continued)

Yes	No	Unclear	
_____	_____	_____	27. Are identifiable as cognitive, performance, and/or affective.
_____	_____	_____	28. Consider whether the objectives for the learners provide for future behaviors in a desired setting.
_____	_____	_____	29. Are achieveable and relevant to the learner.
_____	_____	_____	30. Are consistent, sequentially ordered, and lead to logical outcomes.
			E. Mastery Checkpoint No. 1:
_____	_____	_____	31. Is diagnostic and guides the participant into the instruction or evaluation.
_____	_____	_____	32. Acts as a decision point for the learner and serves as an advanced organizer for the materials which follow.
_____	_____	_____	33. Creates positive motivation and encourages active participation for the materials which follow.
_____	_____	_____	34. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and/or performance.
			F. Instruction of the Learning Activity Package:
_____	_____	_____	35. Is varied in mode whenever possible - thus, it is self-paced and adaptive to participants' needs.

LAP Development and Review Form (LAP-DARF)
(Continued)

Yes	No	Unclear	
_____	_____	_____	36. Has criterion-referenced instruction.
_____	_____	_____	37. Includes a variety of verbal and non-verbal techniques.
_____	_____	_____	38. Includes learning activities that are meaningful to the learners.
_____	_____	_____	39. Operationally defines the vocabulary essential for utilization of the materials.
_____	_____	_____	40. Is "humanistic" through the utilization of alternative activities or instructional modes for learners.
_____	_____	_____	41. Establishes closure at appropriate points.
_____	_____	_____	42. Provides positive reinforcement and acceptance of learner ideas/behaviors.
			G. Evaluation of the Learning Activity Package:
_____	_____	_____	43. Is participant-oriented.
_____	_____	_____	44. Measures the package objectives and tells the participant what needs to be accomplished before going on.
_____	_____	_____	45. Is "humanistic" in the sense that the results are used to foster continuous progress toward enriching the learner's skill development and not to rank or compare learners against each other.

LAP Development and Review Form (LAP-DARF)
(Continued)

Yes	No	Unclear	
_____	_____	_____	46. Provides evidence to indicate learner performance in terms of the criterion level of the objectives.
			H. Mastery Checkpoint No. 2:
_____	_____	_____	47. Tells the learner if he or she needs further instruction and on which LAP objectives.
_____	_____	_____	48. Is a collaborative venture between the materials and participant and results in an objective decision.
_____	_____	_____	49. Is an individual progress report which culminates in a decision of LAP mastery or non-mastery.
			I. Feedback in the Learning Activity Package:
_____	_____	_____	50. Reflects attitudes of the learner toward the LAP's instructional effectiveness, the LAP itself, and the instructional climate.
_____	_____	_____	51. These data are used to assess the reliability, validity, and achievement of the learning activity package objectives.
_____	_____	_____	52. Provides objective and attitudinal data useful for the revision of the LAP.

LAP Development and Review Form (LAP-DARF)
(Continued)

J. Open Reactions:

*Source of most items and the format is: Meehan, M. L., Competency-Based Instructional Module Specifications, Pittsburgh, PA, 1977, and West Virginia Department of Education, Indicators of Effective Inservice Instructional Packages, Charleston, WV, 1978.